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ABSTRACT

The evaluation of the Minnesota College Statewide Testing Program was based on analysis of the validities of statewide and national tests for predicting freshman grades in Minnesota colleges, on interviews with directors of admission and deans of students in Minnesota colleges, and on discussions with regional gatherings of Minnesota high school counselors. It was found that the testing program continues to offer valid scholastic aptitude measures which are used and valued by state colleges for recruiting, admission, and pre-application counseling; by high school counselors for guidance of students regarding choice of post-secondary education; and by other agencies for research and policy planning. The unique aspects of the program are its early availability and its inclusion of nearly all high school juniors. It was concluded that the values of the "every-student" statewide program justify its continuation, but that if it is to remain worthwhile, it must be strengthened in ways that will increase its relevance to student decisions and decrease its duplication of other programs. Specific recommendations for the achievement of this goal are presented. Statistical data on the test validities and correlations and interview summaries are included. (Author/PR)

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THE MINNESOTA COLLEGE STATEWIDE TESTING PROGRAM--1970: Its Current Values and Future Development[1]

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Summary

This report presents the results and conclusions of an evaluation of the Minnesota College Statewide Testing Program requested by the Committee on Minnesota High School-College Relations at its Fall 1969 meeting. The evaluation is based on analysis of the validities of statewide and national tests for predicting freshman grades in Minnesota colleges, on interviews with directors of admission and deans of students in Minnesota colleges, and on discussions with regional gatherings of Minnesota high school counselors.

It was found that the Statewide College Testing Program continues to offer valid scholastic aptitude measures which are used and valued by Minnesota colleges for recruiting, admission, and pre-application counseling; by high school counselors for guidance of students regarding choice of post-secondary education; and by other agencies for research and policy planning. The unique and especially valuable aspects of the program are its early availability and its inclusion of nearly all Minnesota juniors each year as a result of being offered in school at no cost to students. The program is not extensively used in all Minnesota high schools, however, and in those in which it is little used its value is questioned on the grounds of lack of relevance to the decisions of many students and duplication by national tests required of those for whom it is relevant. It is concluded that the values of the every-student statewide program justify its continuation; but, if it is to continue to reach every student and if it is to contribute to cordial rather than strained relations between Minnesota high schools and colleges, it must be strengthened in ways that will increase its relevance to student decisions and decrease its duplication of other programs.

It is recommended that:

1. The statewide program should provide a written description and explanation of the program to be given to each student in advance of testing. This leaflet should include samples of both test and questionnaire items.

2. The statewide program should provide an individual student report that will include a preliminary interpretation of the student's own results with reference to the major categories of post-high school options available and will direct him to sources of more specific interpretive material.

[1]A report to the Minnesota Committee on High School-College Relations, October 14, 1970.

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3. The statewide program should establish a systematic procedure for continuing feedback of information from Minnesota colleges and Area Schools so that timely reports can be produced for the guidance of both institutions and students.

4. Minnesota colleges should accept the results of the statewide program as the test component of their admission criteria for as many students as possible.

5. The content of the Statewide College Testing Program should be expanded to include less difficult verbal material and coordinated with the vocational testing program to form a single program with options for students of different interests and abilities.

6. At the present time Minnesota education should take advantage of the offerings of national testing programs to provide guidance, placement, and institutional descriptive information needed to supplement that from the statewide program. Insofar as possible this testing should follow admission decisions.

7. A Technical Advisory Group should be appointed for the Statewide Testing Program to provide continuing consultation and guidance on the content and processes of the program.

Introduction

During its 40 years of existence the Minnesota Statewide College Testing Program has been modified in several ways in response to changing circumstances while it has maintained its essential purpose of providing a measure of scholastic aptitude, for all Minnesota students, to all Minnesota colleges. Additional modifications are now required to cope with the changes that are taking place in both high school and post-high school education. These changes include large enrollment increases and resulting higher admission standards in some colleges; increased concern for the education of culturally different students; greatly expanded state college and junior college systems; multiplication of national testing programs; and rapid growth of state vocational-technical schools. These changes have made available a wider range of institutional and curricular choice than ever before for students varying greatly in abilities and interests. Current pre-college testing programs, however, are oriented toward prediction of success in liberal arts programs. Thus, at a time when simultaneously increasing diversity and enrollment pressures in post-high school education make test-based guidance information more needed and more important than ever, high school students are faced with multiple testing programs that repeatedly assess their aptitude for academic work but provide little differential guidance for choosing among academic criteria, and little guidance at all for the non-college-bound or vocationally oriented student.

At the Spring 1969 meeting of the Committee on Minnesota High School-College Relations a proposal was made to expand the statewide program by including differential ability measures relevant to the vocational choices of non-college-bound students. It was proposed that the expansion begin with the use of eight tests of the General Aptitude Test Battery, which had been found to be related to suc-

cessful completion of programs in Minnesota Area Vocational-Technical Schools. Before acting on the proposal the Committee asked the staff of the Minnesota Statewide Testing Programs to "make an evaluation of the Statewide (College) Testing Program in relation to other testing programs." Three steps were taken to carry out the requested evaluation:

1. Data on first-term grades of 1968 freshmen, which had been collected from Minnesota colleges for revision of the statewide program expectancy tables, were analyzed to determine current validities of the Minnesota Scholastic Aptitude Test (MSAT), the CEEB Scholastic Aptitude Test (SAT), the American College Test (ACT), and high school rank (HSR). With the changes that have taken place in both secondary and higher education in recent years, re-establishing the validity of these scholastic aptitude indexes was considered fundamental to evaluation of the programs based on them.

2. Directors of admission or deans of students in Minnesota colleges were individually interviewed. Twenty-five campuses were visited, 18 were interviewed by telephone, and three others submitted letters comprehensive enough so that further contact was unnecessary. In addition to these specific interviews, contacts with representatives of the Higher Education Coordinating Commission, the State Junior College System, and the Area Vocational-Technical School system provided information on the uses of the testing programs in these organizations.

3. Discussions were held with 11 groups of about 10-15 high school counselors each in regional meetings throughout the state. The discussions covered the ways the test information is used in the high schools, perceptions of values and problems, and possible changes and improvements in the programs.

Results of these efforts are summarized in this report. With the exception of the validity coefficients there are no "hard" data. The findings amount to a non-quantitative account of practices and opinions. Certain ideas seem to be consistently enough represented, however, to support both conclusions and recommendations for the future of the statewide program.

In addition to the steps described above a questionnaire survey sponsored by the Testing Committee of the Minnesota Counselors Association and the Pupil Personnel Services Section of the Minnesota Department of Education was distributed to high school counselors. When the results of this survey, covering applications of "outside" eleventh- and twelfth-grade testing programs in the high schools, are available, they should supply additional guidance for the programs.

Findings

Validity Analysis

Validity coefficients of HSR, MSAT, ACT, and SAT, and multiple correlations of each test and HSR with freshmen grades, are given in Table 1 for males and Table 2 for females. The tables show that:

1. As is usually found in such studies, grades of women are more predictable than those of men, and HSR is generally the best single predictor.

2. Validity coefficients are quite consistent among state colleges but tend to vary more within other groups of institutions. Median validities for all types of institutions are similar, except the University of Minnesota, for which the median coefficients are somewhat lower.

3. In the state junior colleges MSAT and ACT have approximately equivalent validities in general, whereas in the University and in state and private colleges ACT has somewhat higher validities. The validities of MSAT and SAT in the private colleges are similar.

4. In combination with HSR, MSAT and either national program--ACT or CEEB--have essentially the same validities.

Comparisons among the validity coefficients must be interpreted cautiously because the influences of selection on these variables undoubtedly affect the results. The validities for several colleges of the university are most likely lowered by selection of both MSAT and HSR, and similar selection on SAT and HSR would tend to reduce validities in the private colleges, Both self-selection by students and explicit selection by the colleges occur, and their influences cannot be precisely estimated.

The overall results of the validity analysis indicate that MSAT, ACT, and SAT continue to be valid predictors of college grades and, therefore, can serve as useful aids in decisions about college attendance by both colleges and students.

College Applications

Interviews with college admissions officers, deans of students, and counselors revealed that there is wide variation among colleges in the extent to which they make use of the Statewide Testing Program or of national testing programs. This variation occurs among institutions of each type and with respect to each kind of application of the program.

The most extensive use of the statewide program is in recruiting. It is not just the names and address of students that serve this function; but, rather, the two scholastic aptitude indexes (MSAT and HSR), expression of college choice, occupational choice, and religious preference all play important parts in helping colleges identify students for whom their programs may be of particular interest and whom they wish to inform about the college. Nearly all the private colleges use the statewide program in this way. About half the university and state colleges and a few of the state junior colleges do so also. The importance ascribed to this application varies, but some institutions rely heavily on the statewide program for this purpose and regard it as an essential aspect of their operations. The opportunity to inform potential students about various collegiate programs is considered by the college officials to be highly desirable and most worthwhile for both the college and the students.

TABLE 1

1968 MALES
Correlations of HSR and Scholastic Aptitude Scores
with First Quarter Grades in Minnesota Colleges

Type of School	N	Validity Coefficients					Multiple Correlations	
		HSR	MSAT	ACT-C	SAT-V	SAT-M	HSR + MSAT	ACT or SAT
Private Liberal Arts								
1	178	.54	.51		.32	.41	.55	.57
2	100	.61	.44		.50	.42	.62	.66
3	72	.27	.44				.49	
4	171	.52	.46	.56			.57	.60
5	94	.71	.62	.73			.75	.79
6	190	.50	.43		.38	.43	.56	.58
7	110	.56	.43		.45	.33	.60	.62
8	127	.50	.31		.35	.27	.53	.55
12	238	.46	.25		.25	.19	.48	.48
13	123[1]	.59	.34	.43			.59	.60
17	312	.50	.47		.46	.42	.57	.57
18	16	.65	.76	.74			.86	.77
20	33	.55	.16		.27	.01	.57	.57
Median		.54	.44	.65	.37	.37	.57	.59
University of Minnesota								
1	234	.54	.36	.45			.57	.58
2	1765	.40	.35	.42			.48	.49
4	20[1]	.44	.38	.34			.56	.48
5	463	.31	.17	.35			.35	.43
6	590	.38	.34	.40			.44	.47
7	696	.51	.44	.50			.55	.56
8	229	.50	.42	.45			.58	.56
9	118[1]	.41	.28	.34[3]			.44	.34[3]
Median		.42	.36	.42			.52	.49
State Colleges								
1	360	.56	.42	.50			.60	.61
2	927	.50	.36	.26[4]			.52	.51[4]
3	414	.55	.43	.52			.59	.62
4	916	.52	.32	.39			.54	.54
5	270	.42	.40	.44			.50	.50
Median		.52	.40	.44			.54	.54

TABLE I (cont'd)

1968 MALES
Correlations of HSR and Scholastic Aptitude Scores
with First Quarter Grades in Minnesota Colleges

Type of School	N	Validity Coefficients					Multiple Correlations	
		HSR	MSAT	ACT-C	SAT-V	SAT-M	HSR + MSAT	HSR + ACT or SAT
State Jr. Colleges								
1	196	.60	.50	.58			.62	.64
3	82	.66	.51	.44			.69	.68
4	61	.64	.42	.47			.66	.65
6	114	.52	.39	.41			.52	.53
7	144	.50	.40	.37			.51	.50
8	106	.57	.44	.34			.58	.57
9	258	.42	.28	.28			.42	.42
10	151	.58	.38	.47			.58	.58
11	157	.45	.35	.46			.48	.50
12	149	.67	.41	.68			.67	.75
15	114	.37	.13	.04			.37	.38
16	81	.53	.57				.61	
17	321	.31	.29	.31			.36	.35
18	311	.39	.25	.32			.41	.42
19	461	.34	.26	.32[5]			.37	.37[5]
20	301	.32	.10	.40[6]			.33	.35[6]
21	40	.55	.49	.40			.56	.55
Median		.52	.39	.40			.52	.52
Private Jr. Colleges								
2	20[1]	.66	.46	.47			.71	.67
14	40[1]	.76	.31	.42			.77	.76

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1 Two classes (1967, 1968) included
2 Transfer courses only
3 N=60
4 N=375
5 N=388
6 N=269

TABLE 2

1968 FEMALES
Correlations of HSR and Scholastic Aptitude Scores
with First Quarter Grades in Minnesota Colleges

Type of School	N	Validity Coefficients					Multiple Correlations	
		HSR	MSAT	ACT-C	SAT-V	SAT-M	HSR + MSAT	HSR + ACT or SAT
Private Liberal Arts								
1	205	.47	.45		.39	.30	.50	.52
2	138[1]	.49	.50		.60	.32	.56	.64
3	23	.54	.20				.55	
4	193	.66	.56	.51			.69	.67
5	120[1]	.55	.53	.61			.60	.64
6	235	.48	.38		.41	.45	.52	.56
7	111	.50	.42		.38	.24	.56	.57
8	142	.31	.28		.38	.18	.37	.44
10	257[1]	.55	.47		.39	.42	.61	.59
11	217	.56	.46		.44	.43	.61	.61
18	38[1]	.71	.63	.77			.78	.80
20	51	.61	.67		.65	.63	.71	.78
15	167[1]	.55	.44	.44			.60	.61
Median		.55	.46	.56	.40	.37	.60	.61
University of Minnesota								
1	179	.58	.39	.53			.59	.62
2	1948	.46	.44	.49			.56	.56
3	31[1]	.28	.56	.67			.61	.67
4	50[1]	.48	.27	.60			.53	.70
5	287	.26	.30	.37			.40	.45
6	23	.43	.71	.67			.72	.67
7	561	.60	.59	.62			67	.68
8	165	.57	.44	.45			.62	.61
9	20[1]	-.07	.17	.08[3]			.28	.22[3]
Median		.46	.44	.53			.59	.62
State Colleges								
1	356	.57	.43	.55			.59	.63
2	1079	.56	.44	.55[4]			.59	.61[4]
3	430	.55	.44	.45			.59	.58
4	1004	.51	.43	.47			.56	.58
5	361	.59	.49	.53			.64	.64
Median		.56	.44	.53			.59	.61

TABLE 2 (cont'd)

Correlations of HSR and Scholastic Aptitude Scores
with First Quarter Grades in Minnesota Colleges

Type of School	N	Validity Coefficients					Multiple Correlations	
		HSR	MSAT	ACT-C	SAT-V	SAT-M	HSR + MSAT	HSR + ACT or SAT
State Junior Colleges								
1	156	.72	.55	.56			.73	.73
3	65	.54	.55	.42[5]			.59	.56[5]
4	35	.66	.54	.63[5]			.68	.72[5]
6	68	.71	.54	.74			.73	.81
7	156	.59	.50	.45			.61	.59
8	53	.62	.61	.61			.69	.67
9	272	.40	.30	.32			.42	.41
10	121	.60	.44	.49			.62	.63
11	69	.51	.45	.45			.54	.52
12	76	.64	.36	.39			.65	.65
15	60	.28	.23	.19			.33	.32
16	47	.63	.58				.66	
17	200	.50	.35	.45			.52	.53
18	172	.38	.35	.38			.43	.44
19	200	.61	.40	.44			.62	.62
20	174	.49	.34	.38			.51	.51
21	40	.75	.46	.47			.75	.76
Median		.60	.45	.45			.62	.60
Private Junior Colleges								
2	21[1]	.88	.71	.76			.88	.88
13	19	.39	.22	.29			.39	.39
22	125	.55	.42	.46			.59	.58

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1 Two Classes (1967-1968) included
2 Transfer course only
3 N=18
4 N=479
5 N=33

Statewide program data are important parts of the admission process in many Minnesota colleges. The data are explicit admission criteria for several col[illegible]es; and at still others they are acceptable criteria for early admission or in ca[illegible] where national test scores are missing. In most Minnesota colleges the statewide data are used as confirmation of other evidence, to aid decisions in marginal cases, or to resolve discrepancies in other information. The availability of scores from more than one test is welcomed.

Statewide program data are widely used by Minnesota colleges in pre-application counseling. By supplying the basis for assured responses to inquiries and recommendations the results enable colleges to save potential applicants considerable time and money. The self-selection that takes place with respect to the explicit admission criteria of the university is another aspect of this function. Pre-admission counseling is considered a most important application of the test results.

Placement of entering freshmen, especially in English and mathematics courses, is an important application of both ACT and CEEB achievement tests, but many colleges do not use the results in this way. In those that do, especially the junior colleges, the test results often provide guidance for course selection rather than prescribed cutting points for course assignment.

In addition to the recruiting, admission, counseling, and placement applications of the test results with respect to individual students, the group descriptions provided by both statewide and national programs are most important. For many junior colleges, which lack the resources to conduct such studies themselves, the profile of backgrounds and abilities of their entering students that is available at no cost to the colleges through ACT research services is the greatest value of the ACT program. For agencies with statewide responsibility, such as the Minnesota Higher Education Coordinating Commission, the every-student coverage of the statewide program, which provides information for non-college youth as well as for students in all Minnesota post-secondary institutions, makes this program especially valuable for research and planning studies.

In summary, the Statewide Testing Program continues to serve a variety of purposes, differing in nature and extent from one Minnesota college to another, both within and between types of institutions. Some of these purposes partially overlap those of the national testing programs and others do not. In particular the recruiting, pre-application counseling, and statewide research functions are uniquely served by the every-student statewide program, which is administered in schools at no cost to students. Admission of out-of-state students (and of Minnesota students to out-of-state schools) and admission to technical programs, differential placement in mathematics, science, or language courses, and continuing descriptions of student bodies are functions now served by the national testing programs with their multiple scores and elaborate research services. Admission of Minnesota students to liberal arts programs is served equally well by national and statewide programs.

High School Applications

Discussions with high school counselors dealt primarily with preparation of students for testing, uses of interpretive aids, uses of questionnaire information, administrative problems in testing, and possible changes in content of the statewide program.

At present there is little advance preparation of students for participation in the Statewide Testing Program. Most schools announce the date of the test in advance and provide varying amounts of explanation of the purposes and uses of the program. Written explanations are rare. Needs were expressed both for a standard written explanation that can be given to students and for sample questions so students would know better what to expect. Advance distribution of questionnaire items so that students can prepare their responses and thus speed up questionnaire completion was generally supported, although some counselors believe such a procedure would distort results and contribute relatively little saving of administration time.

Techniques of reporting statewide test results vary widely. If there is a typical procedure, it is to announce that the results are available and invite students to see the counselor if they are interested in them. Many schools distribute information booklets or leaflets, some specifically about the test results, others more generally concerned with college choice and/or post-high school planning in general. Commonly, but not always, these forms have space for the students' own scores, which may be recorded by the student himself during a counseling interview or posted in advance by means of one of the score labels supplied by the program. Although some counselors attempt to reach every student, and sometimes the student's parents, with an individual planning session, more commonly it is only the students who respond to the invitation who are seen. Special calls may also be made to those known to be planning on college. If test results are not reported to all students, they are likely to be interpreted to a student only when they are relevant to his plans. Particular concern was expressed about ways of interpreting very low scores and about the undesirability of reporting another "failure" to students for whose plans the information is not relevant. Relatively little group test score interpretation was reported although student groups, usually English or social studies classes, are used to distribute leaflets, announce the availability of test results, and discuss general concepts of post-high school planning and test score interpretation, such as percentile ranks. The variations in nature and extent of score reporting appear to reflect both the amounts of time counselors have available to interview students individually and the counselors' points of view regarding the value and relevance of the scores for all students. Beginning post-high school counseling during the junior year or in the following summer appears to be common enough to make early score reports highly desirable.

An almost universal, and frequently exclusive, interpretation of the statewide test results is in terms of the College Aptitude Rating (CAR), which is formed by averaging the HSR and MSAT college percentile rank and is specified as an admission criterion for several colleges of the University of Minnesota. A need was expressed for information on how other colleges use the test results so that interpretation of the results in relation to college choice will be more firmly grounded. The

expectancy tables for grades in each Minnesota college, based on MSAT and HSR, are regarded as exceedingly valuable, but they must be updated more frequently if counselors are to rely on them. The similar information reported for each student by ACT seems to be infrequently consulted because it is not consistently available for all colleges.

At present the summaries of questionnaire information provided for each school are generally examined as a matter of interest, but little application is made of the results. The possibility of supplying schools with individual student reports of questionnaire responses is generally regarded as worthwhile by counselors in large schools; whereas such reports would have less value in small schools, where counselors tend to have such information already.

Administration of the statewide program is a problem in some schools. Two kinds of difficulty were reported. The first is that of providing an uninterrupted block of time for juniors to complete the MSAT and accompanying questionnaire without disrupting the schedule of the entire school. This problem seems most acute in large schools with complex schedules and severe space limitations. The second difficulty arises from student attitudes toward testing, which may appear as a generalized resistance to tests or as apathy and lack of effort on the part of students for whom the present MSAT is extremely difficult. The questionnaire also presents some students with questions about their post-high school plans to which they have not yet given sufficient consideration to respond easily, and this part of the program is sometimes time-consuming and frustrating to students. Administrative problems are not necessarily widespread. Many schools reported no resistance to the tests, and many also encouraged the administration of the Vocational Testing Program during school time rather than on Saturdays, so that it would reach more of the students for whom it is intended.

Conclusions & Implications

Program Values

The Statewide College Testing Program continues to offer valid scholastic aptitude measures which are used and valued by Minnesota colleges for recruiting, admission, and pre-application counseling; by high school counselors for guidance of students regarding choice of post-secondary education; and by other agencies for research and policy planning. The unique and especially valuable aspects of the program are its early availability and its inclusion of nearly all Minnesota juniors each year as a result of being offered in school at no cost to students. The program is not extensively used in all Minnesota high schools, however, and in those in which it is little used its value is questioned on the grounds of lack of relevance to the decisions of many students and duplication by national tests required of those for whom it is relevant.

The national programs also have uniquely valuable aspects, the most obvious of which is their national scope, which makes them accessible to non-Minnesota students and makes possible comparisons with non-Minnesota institutions. Also valued are their multiple scores, extensive services, and clearer motivational status, result-

ing from the fact that each student initiates the testing for specific purposes of his own after having reached some tentative decisions.

It is clear that neither the statewide program or any national program has or will have all of the advantages of both programs. The statewide program cannot be national in scope. The national programs, dependent on student fees, cannot give every-student coverage. No single test administration can be both early, supplying information for initial contacts and preliminary decisions, and late, reflecting greater motivation. The values of the every-student statewide program justify its continuation; but, if it is to continue to reach every student and if it is to contribute to cordial rather than strained relations between Minnesota high schools and colleges, it must be strengthened in ways that will increase its relevance to student decisions and decrease its duplication of other programs.

Acceptance of Statewide Results

One effective way to strengthen the program is to increase its acceptance in admission processes of Minnesota colleges. The requirement that students take additional admissions tests, differing from one college to another but measuring essentially the same thing, is difficult to justify and explain when the evidence indicate that the statewide results are just as valid for most colleges. If more Minnesota colleges accepted the statewide results as the test component of their admission criteria for Minnesota applicants, the students would face fewer tests in advance of their final college decision, and the relevance of the statewide program to their decisions would be clearer. In particular:

a. State college admission criteria for students in the lower half of their high school class could be specified in terms of statewide test scores instead of, or in addition to, ACT scores. Although the validities of MSAT alone for grades in the state colleges are somewhat lower than the validities of ACT-C alone, the similar multiple correlations in combination with HSR suggest that MSAT should be as satisfactory a criterion as ACT-C for students not admissible on HSR alone.

b. Liberal arts colleges could admit clearly eligible Minnesota students (and reject clearly ineligible students) on the basis of Minnesota data only, using a procedure analogous to early decision plans. Under this procedure decisions would be made for early applying students whose MSAT scores and high school grades were consistently high or consistently low without requiring their prior participation in a national program. A correlation of .7 between MSAT and SAT-V scores for Minnesota college freshmen, undoubtedly attenuated by selection from a higher value for applicants, suggests that most decisions would be the same under this procedure as they are now and the incentive of avoiding an additional test might stimulate earlier applications. For students in the mid-range or with discrepant scholastic indices, national test program scores would be required. Such procedures, of course, might not be feasible for colleges with very high out-of-state enrollments or other special circumstances.

The suggested acceptance of statewide results for admission does not imply that any college's current participation in a national testing program should be abandoned. Given the complexity of post-secondary choices facing high school students

it is unlikely that a single test or battery of tests given in the junior year can satisfy the testing needs of all students with respect to all kinds of post-secondary institutions. The guidance, placement, and institutional description needs of specific groups of students and kinds of institutions can probably best be met by utilizing the resources and sophisticated technology of various national programs--ACT for some colleges, CEEB tests for others, the Comparative Guidance and Placement program for still others. But to minimize redundancy these programs, for as many students as possible, should follow both the students and the college's decisions, so that each student needs to participate only in the program that provides guidance and placement information appropriate to the institution he will definitely attend. Such participation will enable colleges to continue receiving the student descriptive summaries regarded by many schools as the most useful product of these programs.

Statewide Program Content

It follows that the content of the statewide program should be designed to:

a. Support college admission decisions.

b. Help students choose post-secondary educational programs by enabling them to assess their interests and abilities in relation to those appropriate for different types of institutions, specific schools or colleges, and major programs of study.

The present statewide test, MSAT, is an effective instrument for these purposes because it is economical in both time and financial cost, yet it clearly reflects differences among colleges and is a valid predictor of grades within colleges. Thus it provides sound guidance for both admission decisions and student choices.

The most obvious course, therefore, is to continue the program as it stands, requesting every student to complete the MSAT and background questionnaire. The advantage of this course is that it continues the present values of the program without added effort or expense. The disadvantage is that it does nothing to make the program more relevant to students not considering liberal arts programs, and this lack of relevance is likely to lead to increasing resistance to, and defections from, the program to an extent that will jeopardize its key every-student feature.

To overcome the limitations of the MSAT will require additional test content of at least two kinds. The first is an extended range of verbal material to provide a good measure of verbal ability and a less defeating experience for students for whom the present MSAT is too difficult. To avoid increasing the length and testing time of MSAT or reducing its discriminating power at the upper levels some variation of a branching strategy might be utilized to direct students to sets of test items which differ in difficulty but are scored on the same scale. Either pre-test items or prior information about the students could be used as the basis for branching. For example, students whose grades are in the top half of their class might take the present MSAT, which measures verbal ability well for the average college student and also discriminates effectively among the most able. Students in the lower half of the class would take a similar test which would measure well for the average

college student but also would assess reading comprehension at the levels needed to understand vocational training materials. The tests would overlap considerably in the middle ability range and would be scaled appropriately so that only the most able or least able students would be expected to obtain different scaled scores on the two tests.

Students who seek a college education have opportunities to narrow their focus of study and their career choices as they advance. Students who seek immediate employment or vocational training must make equally significant and often more immediate decisions. For these students differential ability measures obtained in advance of the senior year are needed. To begin meeting this need the Statewide Vocational Testing Program was sponsored by the Division of Vocational Education beginning in the 1969-70 school year. Under this program students were offered eight subtests of the General Aptitude Test Battery at no charge, and the results were sent to the students' high schools and chosen vocational schools for use in post-high school planning. Continuation of this program, more closely coordinated with the college program is indicated. This coordination should include more flexible test administration arrangements, including administration in high schools in addition to test centers, and distribution of vocational test results as needed to colleges, especially junior colleges. The vocational tests might best be viewed as an option in the College Testing Program perhaps under a new name for the program which would indicate its relevance to post-high school plans of all students, not just those college-bound.

Perhaps the most useful supplement to the verbal and differential ability tests for student guidance would be interest measures. The Strong Vocational Interest Blank (SVIB) was among the first instruments offered when the High School Statewide Testing Program grew out of the college program in 1949, and the Minnesota Vocational Interest Inventory (MVII) was added in 1966. About 25,000 inventories, mostly SVIB's, are administered to high school seniors each year, and about one-fourth of entering University of Minnesota freshmen have taken an SVIB in high school. Despite the increasing importance of vocational education and the increased information available on the MVII, it has not been widely adopted. It is likely that many more students, both college-bound and others, could benefit from information about their interests as they make post-high school plans. Because interest scores are not needed by post-high school institutions for their recruiting and admission operations, the provision of interest measures for high school students has been up to each high school, using the services of the High School Statewide Testing Program. Continuation of this arrangement for the present seems appropriate, but perhaps more can be done to disseminate information on the relevance of interest scores to occupational curricula and to encourage their use. Administration of the inventories in late spring so that the results would be immediately available with final MSAT reports at the start of the senior year would be desirable.

Finally, the statewide program should take the initiative in seeking ways to identify students for whom, for whatever reasons, the usual scholastic aptitude indexes are invalid. This effort will likely require the inclusion of experimental test or inventory material in the junior-year battery from time to time.

The testing configuration for Minnesota juniors and seniors that emerges from the above suggestions is as follows:

Junior Year

Jan-Mar: All students complete questionnaire, one of two levels of MSAT, and occassional experimental material. Students considering vocational training or immediate employment continue with multiple aptitude tests.

Mar-Apr: Preliminary reports, including student interpretive material, returned to assist in early planning and choice of interest inventory.

May: Most students take either SVIB or MVII.

Senior Year

Sept: Interest profiles and final MSAT reports, including HSR, returned to assist in final college or vocational school choice and application.

Sept-Nov: Makeup and retests for students who missed junior year tests or whose plans suggest different tests.

Oct-May: After final choice is made and entrance is assured, students take guidance tests required by their respective institutions.

Continuation of the statewide program does not necessarily imply continued reliance on the MSAT, either as it stands or in a two-level form as suggested above. An obvious alternative is to substitute the test of one of the national programs. The ACT tests have been proposed as a replacement of MSAT because they currently are required of the largest number of Minnesota freshmen. Such a substitution would combine the national program advantages of national scope and comparability, multiple scores, and extensive services with the statewide program advantages of early availability and every-student coverage; and at the same time it would reduce the number of testing programs required of many students. The disadvantages are first, that testing time in the every-student program would increase markedly, but there would still be inadequate coverage of abilities of less able students, and second, that the ACT program costs 12 times what the present statewide program does per student tested. The substantially increased program costs in both time and money would occur without meeting the needs for measures either of interests or of abilities of vocationally oriented students.

Finally, it would even be possible to continue the statewide program without actually administering a test as part of it. It is well known that the best predictor of college performance is high school grades. Although the tests offer a valid and different picture of students' abilities, they add relatively little to overall predictability. Furthermore, most high schools already have records of

scores on several tests, both aptitude and achievement, for their students by the time they complete the 11th grade; and it is known that these scores are highly related to the college aptitude measures. Under this plan the statewide program would become an information gathering, coordinating, analyzing, and reporting agency, administering a questionnaire to all juniors and collating their existing test scores and high school grades into a report of scholastic aptitude for each student. The primary advantage of this plan is the reduction in both amount and overlapping of testing required of students. The disadvantages are the lack of complete information for all students and the inconsistency of information. Regardless of the validity coefficients that might be demonstrated, colleges would be understandably reluctant to make firm decisions on the basis of varying test information obtained at varying times in high school under motivational conditions even less clear than in the present statewide program. Furthermore, many students would be offered even less guidance information than they now have. Finally, there is a trend toward less testing in the schools and toward changes in marking practices that are likely to reduce the validity of high school grades as measures of academic potential. These trends many eliminate for many students the basic data on which this plan would rely. Before any attempt is made to implement this plan, the specific research on which it would be founded would have to be completed.

Communication

Regardless of the content of the statewide program, it must have better communication and information exchange. Students need better explanations of why the test is given, how the results are used, and what the significance of their own scores is. Counselors need more information about how each college uses the scores and how individual scores should be interpreted with respect to students' chances of acceptance and success in each college. Colleges need more information about the characteristics of their own students as represented in statewide program data.

These needs can be met in part by the preparation of material based on existing data. A pre-test leaflet for students would partially standardize the explanation of the testing program given students and might alleviate anxiety and expedite test administration. Post-test reports, summarizing information for different types of post-high school institutions would offer a starting point for interpretation of test results by counselors and leads to additional sources of information.

Further understanding of the significance of the test results will require additional data. To obtain this information timely reports of the following kinds should be produced by the program:

a. Descriptions of the abilities and background characteristics of entering freshmen in each institution.

b. Relationships of program measures to acceptance, entrance, grades, continuation, and graduation in each institution.

c. Relationships of program measures to entrance into and success in major types of programs in homogenous groups of institutions.

d. Relationships of program measures to degree completion across institutions.

This kind of information exchange implies a greater willingness on the part of colleges to share information about themselves with students in return for the information they receive about students. It also implies a much more intensive and continuing information gathering, analyzing, and reporting system than has hitherto been part of the statewide program. This system will support more comprehensive studies of higher education by colleges and educational planners, and it also will enable high schools to make more comprehensive investigations of what becomes of their students, with far less effort than is now required.

Technical Guidance

Accomplishing changes of the nature suggested in both test content and information collection and reporting of the statewide program will require not only careful planning and intensive effort by the statewide program staff but also continuing technical advice and counsel from the operating users of the program: counselors, admissions officers, and institutional researchers. The policy guidance provided for the program by the Committee on Minnesota High School-College Relations is indispensable; but, as major changes are made, this guidance should be supplemented by more frequent and more detailed consultation between program staff and users. Identification of a group of persons who combine responsibility for application of statewide program results in their institutions with technical competence in either psychometrics or educational information processing, who represent all segments of Minnesota education, and who would advise on program changes at all stages of development, would be most helpful.

Financing

Expansion of the content and communications of the statewide program will require additional funds. The program is currently financed by apportioning costs among members of the Association of Minnesota Colleges according to the proportion of freshmen from Minnesota entering each college each year. Despite the variations among institutions in use made of the program, there appears to be continued willingness to support the program at the present level in this manner. To the extent that improvements in the program benefit the Area Vocational-Technical Schools and their students, this growing segment of Minnesota education can be expected to support the program at a comparable rate. If the program provides increased benefits to more high school students, financial support from the State Department of Education would be appropriate. Finally, the reliance of the Higher Education Coordinating Commission on statewide program data for both its policy studies and its scholarship program might reasonably be reflected in financial support for the program. If widespread agreement can be achieved on the direction in which the program should move, sufficient financial support for the needed changes should be available from these sources.

Recommendations

1. The statewide program should provide a written description and explanation of the program to be given to each student in advance of testing. This leaflet should include samples of both test and questionnaire items.

2. The statewide program should provide an individual student report that will include a preliminary interpretation of the student's own results with reference to the major categories of post-high school options available and will direct him to sources of more specific interpretive material.

3. The statewide program should establish a systematic procedure for continuing feedback of information from Minnesota colleges and Area Schools so that timely reports can be produced for the guidance of both institutions and students.

4. Minnesota colleges should accept the results of the statewide program as the test component of their admission criteria for as many students as possible.

5. The content of the Statewide College Testing Program should be expanded to include less difficult verbal material and coordinated with the vocational testing program to form a single program with options for students of different interests and abilities.

6. At the present time Minnesota education should take advantage of the offerings of national testing programs to provide guidance, placement, and institutional descriptive information needed to supplement that from the statewide program. Insofar as possible this testing should follow admission decisions.

7. A Technical Advisory Group should be appointed for the Statewide Testing Program to provide continuing consultation and guidance on the content and processes of the program.

APPENDIX

Interview Summaries

Four-Year Liberal Arts Colleges

(1) 400-500 Freshmen, 80% from Minnesota

SAT required

Uses of Tests

Admission: Admit on MSAT and High School Rank. Only SAT required by entrance

SAT-V stressed for students except for those going into math and science.

SAT-M used for advanced math placement.

If all students came from Minnesota, could use MSAT solely

Financial Aid: MSAT used in financial aid -- speeds decisions

Comment

Early availability of MSAT is of value since school gets inquiries in summer. Need early, by early August, at least by end of August.

Loss of MSAT would hurt program alot.

(2) 340 Freshmen, 50% from Minnesota

SAT required

Uses of Tests

Recruiting: Results of SWTP of use (use data for preliminary screening) to determine those who have expressed an interest in the college and have ability as indicated by scores on MSAT and High School rank.

This use new since last September. Prompted by a drop in enrollment.

Pre-Admission: Check on recommendations (e.g., athletes) with MSAT

Admissions: SAT part of admissions decision--relations between SAT and High School rank. MSAT significant early decision tool.

Advising: Questionnaire data would be extremely valuable for the individual.

Financial Aid: HSR and SAT are indices for freshmen scholarships.

Comment

List of college choices specially valuable.

(3) 400 Freshmen, 20-25% from Minnesota

SAT and achievement tests (English and two others) required.

Uses of Tests

Recruiting: No PGA now
College choice list, write those

Pre-admission: Check on recommended students
Predict likelihood of Minnesota scholarship

Admission: Limited admissions use of MSAT, based on SAT

Comment

Use justifies the limited cost.
Class rank could be used.

(4) 800 Freshmen, 58% from Minnesota

Either ACT or SAT required

Uses of Tests

Recruiting: Letter sent to those designating the college as choices; in letter mention financial aid if qualified.

Results reviewed for possible candidates in the geographic vicinity.

Religious preferences reviewed.

Pre-admission: Especially helpful tool for response to inquiries--saves student time and money be being able to respond specifically.

Admission: Either ACT or SAT used for admissions.
MSAT used equally when other test results not available in cases of early admission. This is a fairly frequent happening.

Comment

Timing of SW program especially valuable. Should be an invaluable tool for the high school counselor. A most significant instrument for this college. Are considering ways of using more of the questionnaire information.

(5) 220-260 Freshmen, 50% from Minnesota

ACT required

Uses of Tests

Admission: Admit on ACT, HS Grades, HS Counselor Recommendations
Interpret MSAT relative to ACT if low ACT

Placement: ACT used for math and science placement

Comment

Duplication among testing programs could be reduced.

(6) 600 Freshmen, 69% from Minnesota

SAT required
Considering accepting either ACT or SAT

Uses of Tests

Recruiting: Letters of information sent to students who indicate the college as their preference and are admissible, to those indicating appropriate religious preference and in the upper quarter on ability indices; and to a selected group of high ability.

Pre-admission: Response to inquiries and recommendations varies greatly according to Statewide Program data.

Admission: HS rank considered as most important but not sufficient in itself. MSAT considered with other test data especially in cases were there is a discrepancy. A few early admissions based on MSAT.

Financial Aid: Use of SAT and MSAT

Comment

Value of Statewide Program so great, it is hard to measure--probably equivalent to one additional man in the admissions office.

(7) 275 Freshmen, 80% from Minnesota

SAT required plus language and higher level mathematics for placement.

Uses of Tests

Recruiting: Statewide results used as a screening tool for contact letters and recruiting of special students.

Admission: Admissions and financial aid based on ACT prediction equation.

(8) 600 Freshmen, 50% from Minnesota

SAT and English and two other achievement tests required.

Uses of Tests

Recruiting: Top scorers selected. Do not use college choice list.

Pre-admission:MSAT used in counseling.

Admission: SAT used for admissions
MSAT, ACT, achievement tests, and others may clarify borderline cases.
Religious affiliation not necessary

Financial Aid:Given primarily on basis of SAT and English achievement

Comment

Program provides an essential tool, would not want to do without it.
Need high school name and town.
Emphasis on the value of continuity of data.

(10) 220 Freshmen, 85% from Minnesota

SAT required

Uses of Tests

Recruiting: Brochure sent to students expressing choice of college or religious preference.

Admission: SAT usually used. Admit on HSR and MSAT if SAT is not in.

(11) 350-375 Freshmen, 65% from Minnesota

SAT required

Uses of Tests

Recruiting: Letter based on MSAT list is most successful recruiting tool. Need test score as well as HSR. Contact academically acceptable students with appropriate religious preference. Also those with occupational preferences in areas in which the college offers special programs.

Admissions: Based on SAT and HSR. MSAT helpful also. Early provisional acceptance often based on MSAT. More than one test score desirable.

Comment

Strongly favor present program.

(12) 430 Freshmen, 65% from Minnesota

SAT required; achievement tests requested for advanced placement in English or foreign language.

Uses of Tests

Recruiting: List of students interested in the college is most helpful. These students are sent a special letter with more information about the college.

Pre-admission: MSAT used in encouraging or discouraging inquiries and recommendations. Real service to students because it enables responses to be made with considerable assurance.

Admission: SAT used. MSAT and ACT used, when available, to reinforce other information.

(13) 200 Freshmen, 25% from Minnesota

ACT required

Uses of Tests

Recruiting: Review MSAT results for college preference--also certain well-known high schools used to identify students for contact.

High ability students whatever the region or high school also contacted.

Admissions: High School record is weighed about 90%, ACT results about 10%.

Comment

MSAT useful in contacts.
ACT used in advanced placement.

(14) 800 Freshmen, 50% from Minnesota

SAT and English and two other achievement tests required.

Uses of Tests

Recruiting: Two fall mailings

1. Students with satisfactory high school rank and MSAT who indicate interest in the college.

2. Selected high ability group.

Pre-admission: Check for inquiries--mail or visits
Pass along information to the athletic department.
Religion of some interest

Comment

Use the statewide information extensively. Program is invaluable as it stands.

(15) 180 Freshmen, 87% from Minnesota

ACT required

Uses of Tests

Admissions: Based on combination of HSR and ACT. MSAT used to contact students by mail.

(17) 50% of Freshmen from Minnesota

SAT required

Uses of Tests

Recruiting: Contact upper half of ability level
Religious preference used--vitally interested in religious affiliation.

Comments

Many uses of MSAT--of benefit to students and high schools.

(18) 220 Freshmen, 10% from Minnesota

ACT required

Uses of Tests

Recruiting: Those expressing interest in the college are contacted. College preference is the most useful information, academic ability indexes less so.

Admission: Based on ACT. MSAT used when available.

(20) 150 Freshmen, 40% from Minnesota

SAT required

Uses of Tests

Recruiting: Using college choice list to contact students--makes program of value now, whereas not before.

Admission: MSAT used for cases with questionable SAT results

Comments

Do not get alot of value from program but willing to support it.

(21) ACT required

Uses of Tests

Recruiting: List of those interested in the school has substantial value.

Admissions: ACT used.

Other: ACT profile information used in counseling and for dormitory projections.

(22) 50% of Freshmen from Minnesota

SAT required. Considering use of ACT for placement

Uses of Tests

Admission: Based on SAT--MSAT used in recruiting.

Comments

Program does much preliminary work for the college and should be continued.

University of Minnesota

(1) AFHE

ACT required

Uses of Tests

Admission: Based on HSR

Comment

Occupational choice used as basis for contacts with students.

(2) CLA

MSAT, ACT required

Uses of Tests

Recruiting: Top students on MSAT and HSR are contacted. Occupational choices used by departments to contact admissible students.

Admission: MSAT and HSR used for admission above an average of 70. Between average of 50 and 70 other information, including ACT scores, is examined.

Placement: ACT used for placement in English, math, and chemistry. MSAT used in selection for honors program.

Counseling: Both ACT and MSAT used extensively.

Comment

Early availability of MSAT in one place and at one time makes it most useful. Influence of statewide results on self-selection is important advantage in admission process.

(6) IT

ACT required

Uses of Tests

Recruiting: Occupational choice and academic ability scores in statewide program used to identify students for contact.

Admission: Based on HSR and ACT math.

(7) UMD

MSAT required for admission; ACT required for enrollment

Uses of Tests

Recruiting: Top students in the local area according to combination of MSAT and HSR are contacted.

Admission: HSR and MSAT used for admission.

Placement: MSAT and ACT-English, ACT composite and local chemistry test used for placement. MSAT and HSR used to select for honors program.

Counseling: Both ACT and MSAT used.

Comment

Both ACT and MSAT serve useful purpose and neither should be dropped.

(2) 2600 Freshmen, 84% from Minnesota

ACT Required

Uses of Tests

Recruiting: No recruiting effort this year
Previously contacted top 10% on HSR

Admission: Upper 50% in class or equivalent (13) on ACT composite
Out of state: ACT 16

Other: ACT - M used in sectioning math classes
ACT - E used in sectioning English classes

Comment

ACT national comparisons helpful

Little use of either MSAT or ACT in counseling. Counseling does not deal with scholastic problems primarily.

(3) 1300 Freshmen, 80-85% from Minnesota

ACT required

Uses of Tests

Recruiting: Statewide results are used to identify students in the geographic area, to whom information is sent.

Admission: Top 50% on HSR or ACT composite score of 20. MSAT used for questionable cases.

Counseling: ACT scores are provided to advisors and are used some in counseling.

Comment

National scope of ACT enables comparison with out-of-state institutions, which is useful. Need all the information available on students Value of Statewide Testing Program justifies its cost.

(4) 3100 Freshmen, 98% from Minnesota

ACT required

Uses of Tests

Admission: Upper half of HSR or ACT composite score of 18. Students from the local area granted deferred admission if at the 38th percentile or above on HSR. About 5% are admitted on the basis of ACT score rather than HSR.

Placement: MSAT and ACT both used for placement and selection for honors programs.

Research: MSAT important component of scholastic aptitude studies, studies of quality of student in the college and in various departments. Also in studies of dropouts and transfers in.

Comment

The Statewide coverage of MSAT makes it most useful. Multiple scores are useful for verification.

(5) 900 Freshmen

ACT required

Uses of Tests

Recruiting: Contacts made through College Days visits

Pre-admission: Statewide results used for pre-admission counseling and in response to early inquiries

Admission: Either 50th percentile on HSR or ACT Composite of 16

Commuting area--Upper 67% on HSR or 13 ACT Composite of 13. Out of state--40th percentile on HSR or ACT Composite of 20.

Financial Aid: Based on need, for accepted students.

Other: ACT not used for placement. Use for counseling and probation actions, retentions. MSAT used when ACT not available.

(6) 900 Freshmen, 92% from Minnesota

ACT required

Uses of Tests

Admission: Top half of high school class or ACT composite score of 18. MSAT examined also in marginal cases or where other information is discrepant.

Recruiting: Students reported in the Statewide Testing Program to have chosen the college are contacted.

Placement: No test use at present

Private Junior Colleges

(2) Approximately 100 Freshmen, 40% from Minnesota

ACT required

Uses of Tests

Recruiting: Mailing to all students of related denomination on MSAT test. Also to all indicating choice of this college.

Pre-admission: ACT - use in counseling and placement in math.

Admission: ACT examined for lower 1/2 of high school class

Comment

Testing Conference beneficial.
National test would be useful.
Statewide program is valuable and helpful, should not be dropped.

(13) 25 Freshmen, 90% from Minnesota

ACT required

Uses of Tests

Admission: Based on ACT, HSR, and MSAT when available.

Recruiting: Letters sent to those interested in the college and to students in the geographic area served.

MSAT used in pre-admissions contacts.

(22) 580 Freshmen, 80% from Minnesota

No tests required.

Uses of Tests

Recruiting: Students expressing interest in the program or in occupations related to the special programs of the college are contacted.

Admission: Based on high school rank.

Comment

The statewide program is not needed by this college. ACT was used but was dropped because scores were not predictive.

(23) ACT required

Uses of Tests

Recruiting: MSAT most valuable means of identifying students to recruit, based primarily on HSR, MSAT, religious preference, occupational choice in relation to special programs offered, and geographic location. Seek students from the middle half of the ability range.

Admission: Based primarily on MSAT. ACT not required before acceptance.

State Junior Colleges

System: 13500 FTE students

ACT required of all students under age 21.

Uses of Tests

Selection: Students from outside a local service area must have minimum ACT composite.

Placement: Cutoff scores on ACT are set for entrance into some courses, e.g. transfer English. Differential ACT scores useful in placement, but composite score is used in prediction.

Institutional Study: Test scores are used in comparisons of schools within the system and comparisons of the system with other systems. Also in following studies of leaving students. There is considerable variation in level of student ability among the colleges.

Comments

Availability of MSAT is not critical. ACT scores add little to prediction; the research service is more valuable than the test scores.

Lower ability students need a different kind of test, such as the GATB. It would be helpful if such an instrument were part of the Statewide Testing Program so results would be available automatically.

(1) Uses of Tests

Placement: Placement in English and math is based on student choice guided by ACT scores. The tests are not very successful for this purpose.

Institutional study: HSR and ACT distributions for transfer and terminal students are obtained.

Comment

Little use is made of MSAT results because only a single score is available. Not enough use if made of the test results.

(3) Uses of Tests

Counseling: MSAT and ACT scores are used to give an indication of realism of choice. No screening or selecting is done.

Institutional study: An annual profile of student is prepared.

Comment

Neither counseling nor institutional study would be seriously handicapped in the absence of either program.

(4) Uses of Tests

ACT is used to obtain profile of student's academic ability, goals expectations, background, etc.

Comment

There is a duplication of effort in the testing programs. MSAT serves little purpose.

(6) Uses of Tests

Placement: ACT scores used for placement in English, science, and math.

Comment

The research benefits of ACT are especially valuable. The statewide program results are little used.

(8) Uses of Tests

Counseling: Both MSAT and ACT are used as indications of student's academic ability and achievement. The SVIB and Ohio State Psychological Examination also are given to entering students.

Institutional Study: ACT profile service important.

Comment

Would be little affect if either ACT or MSAT were not available.

(9) Uses of Tests

Counseling: Statewide results go to faculty advisors as a guide for registration. High school English grades and MSAT formerly were used for English placement, but there are no established cutoff scores now. ACT results also used in advising.

Other: ACT activity interests are used to contact students regarding participation.

Comment

Difficult to say how much the tests are really needed. Information from ACT is interesting and used somewhat, but is questionable if the use justifies the effort.

The GATB is administered to some students for guidance purposes.

(10) Uses of Tests

Counseling: Relies heavily on ACT

Placement: ACT scores used in English, math, and developmental reading placement.

Admissions: Minimum ACT score for out-of-state students.

Institutional study: Statewide results used for enrollment prediction. Maintenance for entire system will make them increasingly valuable.

Financial Aid: Statewide results provide general cutoff for some scholarships.

Comment

The complete picture of college-age group provided by the statewide program is extremely valuable and should not be lost. GATB results will be valuable for many college students. Any changes that would eliminate consistent test results for all state students would be undesirable because junior colleges get all kinds of students, many without prior consideration of college attendance.

(12) Uses of Tests

Placement: ACT and high school English grades used for English placement.

Counseling: MSAT useful in guidance because it provides early indication of academic potential. Until this year, Ohio State Psychological Test and SVIB given to second year students. MSAT now used instead of

Institutional study: ACT research service provides valuable description of student body.

Comments

MSAT reports useful because of early arrival with college choice information. Institution has primarily transfer students. New career programs are becoming increasingly important, and vocational tests are needed for these.

(11) Uses of Tests

Counseling and placement: Placement in remedial English based on scores on ACT-E, ACT-C and HSR.

Institutional study: Both ACT and MSAT enter into studies of student. ACT research service is valuable.

Comment

It is sometimes unclear in reports from high schools which MSAT norm group is used.

(15) ACT required for degree students, notfor those in career programs.

Uses of Tests

Placement: ACT English score and HSR used to route students into remedial English, ACTSocial Studies used to place students in reading improvement class.

Counseling: HSR and MSAT useful in counseling. Correlations of test scores with freshmen grades lower in recent years than formerly. GATB administered to students in vocational programs, MCI and SVIB to nursing students.

(16) Uses of Tests

ACT used in counseling and research. MSAT very little used.

(17) Uses of Tests

Recruiting: Statewide results used for contacting students in the service area who indicate the college as their preference or who indicate no preference but have MSAT scores above the 30th percentile.

Admission: Admission to nursing program requires minimum score on MSAT-HSR combination. ACT scores are used as additional information.

Counseling: HSR, MSAT, and ACT composite score quartiles are used as guidance in English registration. ACT subtests are not differentiating.

Institutional study: ACT research service provides useful description of students. Predictions are not used. Institutional descriptions and studies of terminating students also being made through the JC computer center.

Comment

The ACT is timely because it comes at a time when the student is thinking about college. Need more publication of questionnaire results. The development of vocational predictors, especially for students with predictions of poor academic success, it most important.

(18) Uses of Tests

MSAT and ACT used in institutional studies and counseling.

Comment

MSAT too difficult, needs greater range at lower level to be useful with junior college students. A test of general information might be useful at the lower levels of verbal ability. More useful than anything else would be differential aptitude measure such as an expanded GATB.

(19) Uses of Tests

Placement: ACT-E and HSR combination used to place students in transfer or technical English courses. ACT-SS used for guidance regarding curriculum choice.

Institutional study: ACT research service is especially useful because the college has no local staff or facilities for such. Description of student body is used for faculty orientation.

Comment

Many undecided students need help in identifying appropriate educational and vocational goals. Neither ACT nor MSAT are much help. Statewide program needs more research and better presentation to make results useful.

(20) Uses of Tests

Selection: Test scores enter the screening process for some programs, but not in the form of explicit standards.

Counseling: ACT and MSAT scores used for guidance. The use varies with the counselor.

Comment

A differential aptitude battery would be useful for guidance of vocational program students.

(23) Uses of Tests

Recruiting: Students in local service area with no college choice expressed in statewide program are contacted.

Placement: ACT, HSR, and MSAT used for guidance of English course registration--transfer or technical. Math placement based on high school courses and grades.

Comment

ACT and MSAT are both too difficult for about one-fourth the students, so low scores are not meaningful. ACTtests themselves are less useful than the administration, format, and research service.